

★ 6PTRWM

Alaska

Comprehensive System of Student Assessment

Standards Based Assessments

Grade 6

Reading ★ Writing ★ Mathematics
Practice Test Book



Spring 2012

Alaska Department of Education & Early Development

Name: _____

READING

READING—SAMPLE QUESTIONS

Directions

Read the Sample Passage and Sample Questions A and B. Mark your answer to Sample A on page 3 in your practice test answer booklet. Fill in the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change your answer, completely erase the mark you made before making a new mark. For Sample B, write your answer on the lines provided on page 3 in your practice test answer booklet.

SAMPLE PASSAGE

Pedaling his bike quickly to catch up with the others, Nick called out, “Wait up for me!”

The trio of Marta, Peter, and Tasha turned around when they heard their friend, Nick, calling. They all lived in the same neighborhood and were riding their bikes over to the community center. It was the day of the annual community center sale, and Peter and Tasha had volunteered to work in the food stand selling hotdogs, popcorn, and lemonade. Nick was going to help carry packages for people. Because she wanted to be a photographer someday, Marta was going to take pictures at the event. She hoped one of the pictures would be printed in *The Watertown Weekly*.

After Nick caught up, the four friends hurried to the community center. As they entered, volunteers were busy at the many tables and booths in the community center’s gymnasium.

“I sure hope this sale is successful,” said Tasha as they walked past the broken scoreboard that was missing light bulbs and no longer kept accurate score.

“Me too,” agreed Nick. “Ever since they took out the basketball hoops, I haven’t had any place to bring my younger brother and sister to play.”

“I heard that we might also be able to get new books,” said Tasha.

Suddenly a voice came over the loudspeaker announcing the start of the sale.

“We had better get to work!” exclaimed Marta.

READING

Sample A

What is Marta doing at the community center sale?

- A selling food
- B taking pictures
- C carrying packages
- D making announcements

Sample B

Turn to page 3 in your answer booklet to complete Sample B.



READING

Read the passage about a discovery on a beach. Then, answer the questions that follow.

A Surprising Find

The morning's storm had given way to a cloudy, gray day. Lionel walked along the beach near his home in Sitka, admiring the way the tall trees looked on the foggy hills above him. Through the mist he could make out the shape of a distant cruise ship passing the wide inlet on its voyage up the coastline.

Lionel decided to go beachcombing. Sometimes after a windy storm, unusual items would wash up on the shore. Most of the things that landed between the rocks were of no value, but occasionally Lionel found something truly interesting.

He scanned the water as it lapped the angular rocks, searching for some small treasure deposited by rough seas. As on most days, there was nothing special that caught his eye. He stood on a large rock, looking down the beach for any sign of debris. Everything looked just as it did on other days. There were piles of rocks where the water met land for as far as he could see. Then something odd grabbed his attention.

A short distance down the shore, one of the rocks did not look like the others. Most of the rocks on the beach were gray and blocklike. Lionel determined that this rock was almost black, and it was very big, round, and smooth. He walked a few steps toward the smooth rock, then stopped as he saw it move. He squinted and looked at it carefully. Lionel realized it was not a rock—it was a sea turtle.

Lionel hopped over the beach rocks to get a better look at the turtle. He

recognized it from his science textbook as a leatherback turtle. Lionel was amazed by the size of the animal. It looked almost six feet long. It was moving its head from side to side and flapping three of its flippers. Now only a few feet away, he could see that the turtle was in danger. It had a piece of fishing net wrapped around its head and one of its front flippers. “Oh, no,” said Lionel, “there’s no way it can swim with that stuck to its flipper!”

Lionel knew that it would be dangerous to try to help the turtle by himself. “Don’t worry,” he told the giant, leathery turtle. “I’ll get you some help.” He bounded between the rocks up the beach toward his house.

When he arrived, almost out of breath, he called to his parents. “Mom! Dad!” he gasped, bolting through the door like a flash. “There’s a turtle on the beach, and it needs help!”

His parents came in from the kitchen. “A turtle?” his mother asked. “What’s wrong? Is it injured?”

“I don’t think so, but it has a fishing net wrapped around its head and its flipper, too. I don’t think the turtle can get off the beach by itself,” responded Lionel.

“Sea turtles are protected animals. I’ll call the Fish and Wildlife Service,” his father said. “They can send someone to help it.”

“In the meantime,” his mother added, “we can take some tools and try to get the turtle free from the net. We don’t want it

READING

to get any more tangled or the turtle might get hurt. We should take a bucket to pour water on the turtle so it doesn't get too dry."

Lionel grabbed the toolbox and a pail and headed down to the beach with his mother. The turtle was still there, but it had stopped moving. "It looks tired from struggling," Lionel's mother said. She pulled a pair of scissors and pliers from the toolbox and started cutting into the net. "If we can get enough of the net loose, maybe we can pull it off," she said. After a few snips, the tangled flipper flopped free. Lionel pointed to a piece of shiny metal on the turtle's flipper. "Look, Mom, this turtle's been tagged."

"The Fish and Wildlife Service will need to record that tag information," his mother said as she pulled the net free from the turtle.

Lionel and his mother took turns fetching buckets of seawater to pour on the exhausted turtle. Awhile later, they saw Lionel's father come down the beach with three people in uniforms. They made their way across the beach to the turtle. "Wow, that's a big turtle, all right," said one of the Fish and Wildlife agents.

The agent asked Lionel and his parents to stand over to the side, so they could help the turtle. One of the agents examined it to see if it was injured in some way. Finding no cuts or wounds, the agent made notes about the turtle's tag.

"Thank you for letting us know about this turtle," said the agent in charge. "It's

very rare for a leatherback to turn up on a beach in Alaska, but it does happen sometimes. This one probably thought the fishing net was a jellyfish and tried to eat it. The turtle got caught up in the net and was stranded here. You folks did a good job keeping it hydrated with seawater. I think the turtle will be fine once we get it back in the ocean."

Lionel's face brightened at the good news. "I'm just glad I found the turtle when I did."

The agents tied a rope around the huge turtle's body to use as a harness. Lionel's father and one agent pulled the rope while the other agents tried to help the giant animal slide back to the water. It was strenuous work. Lionel thought the turtle looked like a mountain slowly sliding toward the tide.

Finally, after a great deal of tugging and pushing, the turtle was in water deep enough to move itself. With some assistance from Fish and Wildlife Service agents, the huge animal turned itself into the small waves, slowly working its way to open water. Lionel and his parents clapped and cheered as the leatherback turtle paddled away from the agents.

Lionel smiled and sighed with relief. He hadn't found the treasure he set out to find that day, but he had found something much more important, something he would remember for the rest of his life. He waved good-bye to the turtle as it sank into the water. The turtle headed home to the safe embrace of the open ocean.

READING

1. What first draws Lionel's attention to the turtle?
 - A He hears it make a sound.
 - B He sees its shape.
 - C He reads the tag on it.
 - D He sees it move a flipper.

2. What does Lionel first think the sea turtle is?
 - A a bucket
 - B a boat
 - C a rock
 - D a fishing net

3. According to the passage, how often are leatherback turtles found on the beaches of Alaska?
 - A about once a season
 - B once or twice a year
 - C frequently
 - D rarely

READING

4. As it is used in the passage, the word hydrated means
- A moist.
 - B still.
 - C breathing.
 - D comfortable.
5. Based on information in the passage, Lionel is responsible for
- A tagging the leatherback turtle's flipper.
 - B leaving debris lying on the beach.
 - C calling the Fish and Wildlife Service.
 - D saving the leatherback turtle's life.
6. What is a synonym for the word "strenuous," as it is used in the passage?
- A leisurely
 - B difficult
 - C rewarding
 - D meaningful

READING

7. Which word **best** describes Lionel?
- A careless
 - B clever
 - C compassionate
 - D creative
8. The **best** new title for this passage could be
- A “A Summer Vacation.”
 - B “How to Spot a Turtle.”
 - C “Sea Turtles in Alaska.”
 - D “A Different Kind of Treasure.”
9. What is most likely the author’s message in the passage?
- A Assisting an animal in danger can be fulfilling.
 - B Beaches after storms are wonderful places.
 - C Animals should be treated as pets.
 - D Be very careful while beachcombing.

Turn to page 4 in your answer booklet to complete question 10.

READING

Read the passage about fossils. Then, answer the questions that follow.

Fossils: A Key to the Past

What is a fossil?

Most people would say that fossils are the remains of plants and animals that lived long ago. That would be right because fossils are the traces or remains of plants and animals preserved in the earth's crust. Fossils are usually found in sedimentary rock. Sedimentary rock is formed when layers of sediments—mud, sand, shells, and other materials—lay pressed together for a long period of time. Sedimentary rock is found where there was once a sea, a swamp, or a lake. The fossils found in sedimentary rock are the remains of animals and plants that were buried in the layers of sediment.

How are fossils formed?

The fossil that is often seen in pictures and in museums is formed from a process called mineralization. When plants and animals die, the soft parts usually decay. The shape of the plant or animal is sometimes preserved in sedimentary rock because as it decays or dissolves, a space is left in the rock called a mold. The parts that are likely to become fossils are the wood, teeth, bones, and shells. A fossil often preserves the shape of the plant or animal but not the actual body matter. As the remains of the plants and animals come in contact with water, the original material is washed away and replaced with minerals in the water. The fossil develops when the minerals form a hard, rocklike substance.

Sometimes the actual body matter of a plant or animal is preserved as a fossil. The remains of woolly mammoths

have been found preserved in ice and frozen ground. The remains of saber-toothed tigers have been found preserved in petroleum deposits, and insects have been found in tree sap that hardens into a substance called amber. The amber preserves the entire body of the insect.

What fossils have been found in North America?

Scientists have found the fossils of many animals that once lived in North America. Fossils have been found in every state in the United States. One of the most famous finds is the La Brea Tar Pits, located in Los Angeles, California. The fossils of saber-toothed tigers, mammoths, and giant sloths have been found in the La Brea Tar Pits. The tar pits formed when crude oil seeped through the earth's crust in a crack called a fissure. The lighter parts of the crude oil evaporated and left a very sticky mess. These pools of tar were coated with rainwater. When the animals came to drink the water, they became trapped in the sticky, black tar. Scientists have pulled the remains of many of these animals from the tar pits.

Mammoth fossils have been found throughout North America. Mammoths, which are related to the modern-day elephant, had long, curving tusks and long, shaggy coats. They were huge and stood 14 to 15 feet high.

Giant sloth fossils have also been found in many parts of North America. Sloths may have looked like oversized hamsters. However, these “hamsters” were about

READING

the size of modern-day elephants. Sloths probably fed on leaves found on the lower branches of trees and bushes.

What can be learned from fossils?

Fossils tell a lot about the earth as it was long ago. Fossils not only tell us about the animals, plants, and other organisms of long ago, but they also tell about what was happening on the land. For example, fossil evidence shows that

the continents are moving very slowly. Fossil evidence shows that an animal that may have at one time lived in the water may be found in a desert today.

Fossils are a key to the past. They teach us about our history to help us understand ourselves today. Maybe sometime in the future you may find a fossil that will provide an important link to our history.

11. Based on information in the passage, what are fossils made of?

- A the minerals from rocks that have crystallized
- B rocks formed from the movement of the continents
- C rocks formed from volcanic eruptions near where plants and animals lived
- D hardened minerals that have replaced plant and animal remains

12. Where are **most** fossils found?

- A in places where water preserved the remains
- B in areas where sea creatures lived
- C in sedimentary rock that forms in areas once underwater
- D in places that are hard to find

READING

13. How were the La Brea Tar Pits formed?
- A Crude oil seeped through fissures and formed pools on the surface.
 - B Bursts of crude oil erupted and left behind pools of tar.
 - C Crude oil burned easily and left behind a tar waste.
 - D Pools of crude oil were left behind after a drought.
14. According to the passage, fossils from all of these animals have been found in the La Brea Tar Pits **except**
- A saber-toothed tigers.
 - B mammoths.
 - C elephants.
 - D giant sloths.
15. The root or base word of “evaporated” is
- A eva.
 - B vapor.
 - C porate.
 - D rated.

READING

16. Under which subheading would someone look to find which animal fossils may be in Alaska?
- A “What is a fossil?”
 - B “How are fossils formed?”
 - C “What fossils have been found in North America?”
 - D “What can be learned from fossils?”
17. Why is the study of fossils important?
- A Fossils are reminders of what we already know.
 - B The fossils that we find tell us the story of our past.
 - C Fossils are created over thousands of years.
 - D The fossils found in North America are not found anywhere else.
18. Which is an opinion from the passage?
- A “Sloths may have looked like oversized hamsters.”
 - B “The amber preserves the entire body of the insect.”
 - C “Scientists have pulled the remains of many of these animals from the tar pits.”
 - D “These pools of tar were coated with rainwater.”

READING

Read the passage about a special task. Then, answer the questions that follow.

The Very Last First

by Jan Andrews

Eva Padlyat lives in a village on Ungava Bay in the north of Quebec in Canada. She's Inuit, and for as long as she can remember, she's known how to walk on the bottom of the sea. It's something the people of her village often do, in winter, when they want mussels to eat. Today, though, something special is going to happen. Today, for the very first time in her life, Eva will walk on the bottom of the sea alone.

Eva and her mother stand in the small, warm kitchen of their home. They put on heavy parkas and go out, pulling their hoods close to protect their faces from the bitter cold of the wind and the sting of whipped-up snow. It is January, one of the worst months in the long, harsh Ungava winter.

Eva and her mother walk through the village, a hundred or so one-story wooden houses nestled together at the head of a sheltering bay. Each pulls behind her a small sled loaded with a shovel, a long ice chisel, and a pan for mussels. Snow lies white as far as the eye can see—snow, but no trees for miles and miles on the vast northern tundra. There are no highways, either. The village is off and away by itself. Snowmobile tracks leading away from them disappear into the distance.

The street Eva and her mother are on takes them past the school and down to the seashore. They meet a few friends on the way and stop for a quick greeting, then go on to cross the snow-covered

beach and step out onto the thick sea ice. They've come at just the right time. The tide has pulled back from the land, and there won't be any water near the shore, so they can go under the ice and wander about on the seabed quite safely.

"Good-bye," Eva's mother says. "Be careful, and good luck."

Eva grins. "Good luck, yourself," she replies.

Eva plods on over bumps and ridges where the cold has caught and frozen the waves once chased by the wind. She looks toward the open sea beyond the bay and sees only ice and more ice, on and on. Finally, she stops in what seems to be a good place, where the ice is raised and swollen. She shovels away a patch of snow and then works the sharp end of her chisel under a heaved-up crack in the ice to make a hole. It's hard, because the freeze-up came months ago, and the ice is very thick.

When the hole is about two feet square, Eva lowers herself into the darkness and stands in the under-ice cavern—proud and excited and alone. She lights a candle and watches the yellow light soften the blackness, glistening on the ice shining over her head and on the wet, black stones and pools and seaweed at her feet.

The under-ice world stretches far across the bay to where the sea tide is already beginning to lap back. She'll have to be careful. If she forgets how long

READING

she's been down, the tide could catch her. If she goes too far, she could lose her way back. Eva shivers, then laughs to herself.

"I'd better get to work," she says.

Eva carefully wedges her candle between two stones and starts collecting mussels. She has chosen her spot well, and her candle shows up strings of blue-black mussel shells among the stones wherever she turns. Before long, her pan is full.

Eva goes back to the ice hole, sets her pan down, and listens for the sound of the waves. The tide is still quite a way out. There's plenty of time to do what she has always wanted, time to enjoy being by herself down here in the dark, mysterious undersea winter world.

Eva sings a tune, quietly at first, then loudly, so the echoes of her singing bounce off the ice at her. She shouts to herself and is glad. She dances a little dance. She pokes in rock pools and makes strange shadows with her candle. She lifts up seaweed in long, flat ribbon strands, then lets them down with a flop.

At last Eva hears a voice. Her mother is calling through the ice hole. "Are you all right down there? Are you nearly done?"

Eva takes her candle, goes back to the hole, and picks up her mussel pan. "Of course I'm all right. I'm coming up now."

She climbs out into the fresh air and feels the cold wind on her face again.

"You've done well," her mother says. "You must have chosen a better place than I did."

They load up the sleds again, and Eva takes her mother's hand. Together they walk over the ice, across the beach, through the village. Already, twilight has fallen. Daylight lasts only a very few hours this far north in January.

Eva glances back over her shoulder at the mussel shells and thinks of popping them in boiling water, watching them open, tasting the salty fish in her mouth.

"That's my last very first time," she says sadly. "My very last very first time for walking alone under the sea."

Eva's mother laughs. "You really like it down there, don't you?"

"Yes," Eva answers. "Yes, I do." She thinks of the black, glistening ice and the faint humming of the tide far out to sea. Eva looks back toward the bay, then up at her mother. "I like it down there. It's fun."

READING

19. What happens first?
- A Eva dances on the seabed.
 - B Eva climbs out of the undersea world.
 - C Eva puts a coat on in the kitchen.
 - D Eva cooks mussels in boiling water.
20. The timing for the trip to the seashore was important because
- A it must not snow.
 - B the tide must be out.
 - C it must be during twilight hours.
 - D the mussels are only out in January.
21. What must Eva do before she can lower herself under the ice?
- A chisel a hole in the ice
 - B place a candle in the snow
 - C search for tracks in the snow
 - D set the pan of mussels on the ice

READING

22. Why should Eva **not** stay too long under the ice?
- A She needs to come up before the tide comes in.
 - B It is very cold on the ocean floor of Ungava Bay.
 - C It starts to get dark early in the afternoon in January.
 - D She only has one pan to hold the mussels she collects.
23. As used in the passage, a synonym for “wedges” is
- A lays.
 - B holds.
 - C raises.
 - D forces.
24. Who is telling the story?
- A Eva
 - B Eva’s mother
 - C a narrator
 - D a villager

READING

Read the passage about a trip. Then, answer the questions that follow.

A Child's Glacier Bay

by Kimberly Corral
with Hannah Corral

Our boat arrives at a rocky beach on Queen Inlet. We move quickly to unload everything. My dad and I look for the lunch bag while my mom wanders to the back of the beach. She kneels, looking hard at the sand.

“Bear tracks!” she yells.

I run to see.

“This must be a brown bear,” she says. “The prints are much bigger than my hand and the toes are close together.”

We watch for bears as we eat lunch, and then begin our journey up the West Arm. We paddle toward Lamplugh Glacier, passing one rocky wall after another. One day. Two days. Three days. It's a long way.

My mom and I paddle slowly in one kayak while my dad paddles with my six-year-old brother, Ben, in the other. Sea slush and ice chunks begin rushing by us on a rising tide. Ben touches a passing berg and then licks his fingers for a taste. The icy air gives me goose bumps. The glacier must be close.

Suddenly, a *split, crack, crash* thunders from the glacier. A giant block of ice hits the water and explodes into a white cloud. My heart pounds. Big, rolling swells lift our kayaks like pieces of driftwood. We're riding an ocean roller coaster at the mouth of Johns Hopkins Inlet. When the sea calms, we hurry into a cove to beach our kayaks above the high-tide line for safekeeping. Within minutes, the cove is packed with new icebergs.

Until the tide changes, no one can paddle in or out.

Our yellow tent rests on a cliff overlooking the glacier's tidewater face. Rain pours. All through the night, Lamplugh Glacier creaks and moans beside us. I wonder if the rain causes the ice to snap and pop as it trickles down the glacier's cracks, called crevasses. That's what happens when I run water over a tray of ice cubes at home.

At last the glacier drops an ice block as big as a skyscraper. It hits the water like before, but this time the tide is out and the water is shallow. The earth shakes, and the entire cove empties toward a mountain across the inlet. Moments later, the icy bay crashes back like water swishing from side to side in a bathtub, tossing jumbled chunks of ice onto the beach below.

Next morning, the weather breaks briefly. My mom and I hike on the nearby cliffs. Ben follows. My dad stays behind to photograph a pretty patch of wildflowers called lupine. He's careful not to disturb a willow ptarmigan sitting quietly on its throne of purple petals.

Harbor seals bark on drifting icebergs below. Then tall, black fins circle around them in the water. I see one, two, three, four orcas, or killer whales.

“Mom, what are those orcas doing?” I ask, looking through my binoculars.

“It looks like they're hunting harbor seals,” she says. “People call orcas

READING

wolves of the sea because they hunt in packs. Maybe they know that those seals have pups.”

Minutes later, the orcas have moved on to hunt somewhere else. Little round seal heads pop up out of the water—safe for now.

A new morning brings a tailwind and an outgoing tide. With such perfect conditions, it’s time to paddle. We pack up and begin the last leg of our journey back toward Bartlett Cove.

At the start of our trip, my dad challenged me to build a campfire using only one match. I’ve done that. Now I want to build a matchless fire using embers saved under the sand.

My chance comes on one of the Beardslee Islands before going to bed. I bury the embers of the evening’s campfire in a shallow layer of gravel.

In the morning, I gather dry grass and driftwood. I cut wood shavings with my pocketknife and carefully arrange them around the glowing embers. I blow gently, and the fire catches.

“Hey, Dad, I did it!” I shout. “I built a matchless fire!”

“Great, Hannah,” he says, putting his arm around me.

Ben kneels in the sand and makes his own pile of twigs and grass.

“I’m building a fire, too,” he says proudly.

“I’ll bet yours will be the warmest,” I say.

Soon, the tide will wash away all traces of my matchless campfire.

On day twenty-one, we’re back at Bartlett Cove near the mouth of Glacier Bay. The sun’s orange glow settles over the Fairweather Mountains. My mom and dad walk together along the beach. Ben talks to Frank, his toy whale. I sit alone on a rock left here nearly two-hundred years ago when the Grand Pacific Glacier began its retreat to create Glacier Bay.

25. Which word from the passage is **not** a compound word?

- A campfire
- B carefully
- C tidewater
- D everything

READING

26. Read the sentence from the passage.

“We’re riding an ocean roller coaster at the mouth of Johns Hopkins Inlet.”

This sentence contains an example of which literary device?

- A metaphor
- B alliteration
- C dialogue
- D rhyme

27. According to the passage, what are crevasses?

- A ice chunks
- B large rocks
- C rising tides
- D glacial cracks

28. Which sentence from the passage contains a simile?

- A “Next morning, the weather breaks briefly.”
- B “Suddenly, a *split, crack, crash* thunders from the glacier.”
- C “At last the glacier drops an ice block as big as a skyscraper.”
- D “Sea slush and ice chunks begin rushing by us on a rising tide.”

READING

29. What is most likely the author's purpose for writing this passage?
- A to explain how to identify glaciers
 - B to share details about a kayak trip
 - C to tell about orca whales and seals in the ocean
 - D to describe how to photograph flowers and animals
30. Which would be the **best** alternate title for the passage?
- A "Learning about Icebergs"
 - B "Overcoming the Cold"
 - C "Spectacular Scenery"
 - D "A Family Vacation"

Turn to page 6 in your answer booklet to complete question 31.

READING

Read the passage about a class assignment. Then, answer the questions that follow.

Family Symbols

Brad sat on the floor of his room, paints and paper sprawled out in front of him. He knew better, but he had still left his project for the last minute. Now it was 6:00 the night before the project was due, and he had just a few hours to create an original piece of artwork that was, in some way, representative of his family. He was having a difficult time, unfortunately, which was why he had put off the project in the first place.

“Don’t just make a realistic picture of your family,” his art teacher had said. “Try to do something symbolic. Think about the people in your family and what they do. Make your project creative by making a diorama, a sculpture, a painting, or anything else you can think of.”

Brad was not very good with symbols. What could possibly symbolize his family anyway, he wondered. Brad thought his family seemed dull compared to his best friend Jake’s family. They had traveled to Europe. Also, Jake’s mother was a famous artist, and his grandfather had helped build the Alaska Highway. Then there was Janice, another close friend of Brad’s, whose aunt was an Olympic skier.

“What’s the problem, Brad?” his sister Pamela asked, peeking into his room and seeing him staring glumly at the blank paper on the floor. Brad explained his assignment and that he was having trouble finding something that would symbolize their family. He left out the fact that he could not think of anything particularly interesting about their family.

“You know, Brad,” Pamela said, “I just did a report on heraldry at school. We’re studying the Middle Ages. Do you know what heraldry is?”

Brad looked at her quizzically. “I’ve heard of it, but I’m not sure. Do you mean coats of arms and stuff like that?” he asked.

“That’s right,” Pamela said. “Sometimes they’re called family crests. A family crest is really just a collection of symbols and designs that identify a family. Maybe you can design a family crest.”

Brad thought about that for a minute. Sometimes Pamela had good ideas. A family crest would be original, he knew that. He doubted that anyone else in his class would make a family crest. That still didn’t solve his main problem though. He had no idea what his family crest should include.

Pamela made herself comfortable in Brad’s room. She started flipping through a magazine and found an article about a man from Juneau who trained sled dogs and had trained one that had become an Iditarod champion. She started telling Brad about the article, but he wanted her to leave him alone.

Pamela continued talking, but this time she talked about their great-grandparents. Pamela had recently learned that they had bred and trained sled dogs.

“I didn’t know that,” Brad said, looking up from his paper and paints.

READING

“They did,” Pamela said. “They had a pretty interesting life, actually. They lived in Russia, in a small fishing village, for a long time before they moved to Alaska.”

“How do you know all this?” Brad asked.

“I just found out about it myself. Grandpa told me last week when I was visiting him and found a box of old pictures. We talked about all kinds of things,” Pamela said.

Brad was thinking that maybe Pamela’s information could help him with his project. She told him that generations of their ancestors had lived in the fishing village and that a couple of them had made fishing boats for a living. Just as Brad was about to ask questions about that, the phone rang. Then as quickly as Pamela had popped into his room, she left. He’d have to find out more about the fishing village and those shipbuilders another time.

“Wow!” Pamela said the next morning when she saw the family crest Brad had created. “That was a great idea I had.”

Brad wrinkled up his nose. He was not about to admit it out loud, but his sister was right. In the middle of his

family crest, Brad had placed a picture of a sled dog he had cut out of the magazine Pamela had been reading. He had pasted the picture on a snowflake cut from a piece of white paper. Then, at the bottom of his crest, he had painted the Alaskan flag and the Russian flag. At the top of the crest, he had painted a picture of a fishing schooner. He had worked hard on the fishing schooner and was exceptionally proud of it. When he had finished it, he encircled it with blue and green.

“Why blue and green?” Pamela asked as she studied the crest.

“Blue for the sea and green for the Russian land,” Brad explained.

“Wow,” Pamela said. “That’s really good, Brad. You know, colors are important symbols on family crests, too.”

“I know that,” Brad said. “You don’t have to tell me everything.”

Pamela smiled and patted her younger brother on the back. “No,” she said, “but I sure bet you’re glad I told you all that stuff last night, aren’t you?”

Still, Brad was not ready to admit that out loud, but he was beginning to think that he should. After all, he did have a project he was proud to present to his class.

READING

32. In the beginning, Brad thinks his family is dull because
- A his sister tells him their family history.
 - B he cannot represent his family in a sculpture.
 - C his family does not have a real crest.
 - D he compares his family to other families.
33. Based on information in the passage, how does Brad most likely feel when he is trying to think of a symbol?
- A embarrassed
 - B annoyed
 - C discouraged
 - D relieved
34. As used in the passage, the word quizzically means Brad is
- A determined.
 - B puzzled.
 - C bold.
 - D anxious.

READING

35. Based on information in the passage, what is the purpose of a family crest?
- A to show a nation's history
 - B to represent different flags
 - C to collect interesting facts
 - D to represent different characteristics
36. Which word **best** describes the relationship between Brad and Pamela?
- A trusting
 - B jealous
 - C cooperative
 - D competitive
37. How does Brad create his family crest?
- A He chooses things that look interesting.
 - B He uses information about his ancestors.
 - C He borrows ideas from his friends.
 - D He models it like a magazine article.

READING

38. What is the root or base word of “encircled”?
- A circle
 - B en
 - C cle
 - D ed
39. What is the main problem in the passage?
- A Brad is unable to think of an idea for a school project.
 - B Brad’s sister interrupts him while he is trying to work.
 - C Brad dislikes giving presentations in front of the class.
 - D Brad’s teacher assigns a project Brad does not want to do.
40. What is most likely the author’s message in the passage?
- A Grandparents design their family crest.
 - B Family histories are interesting.
 - C Grandparents are a source of history.
 - D Family members can help with homework.

READING

Read the passage about book clubs. Then, answer the questions that follow.

How to Start a Book Club

by Melissa Ballard

Do you love to read? Do you exchange books with friends? Do you like to talk about your favorite books? If your answer to any of these questions is “yes,” then you might want to start a book club at your school. Here’s how.

Plan Ahead

Begin by having an organizational meeting. Invite your friends and encourage them to pass the word along. At the meeting, choose a person to keep records for the group. This person writes up the schedule and distributes it to the members.

Next, decide how often your group will meet. Most book groups meet once a month to discuss a book they’ve read. Meetings usually take place before or after school or sometimes during lunch. It’s probably a good idea to plan your meetings in advance.

Finally, choose the books your group will read. You can pick a theme for the year (e.g., history, animals, or foreign countries) and choose books related to that theme. Or you can select a certain type of writing (fiction, short stories, plays, poems, biographies). Or you can let the person who is leading the meeting choose a book.

There are several ways to keep down the cost of purchasing books for your group. You can get copies of many books at your school or local library. You can browse in used bookstores and at garage sales. Consider sharing a book with another member of the group. Also, some

bookstores will give group discounts; ask about this. Finally, some book groups make it a policy to choose only books that are available in paperback.

Book Talk

At your meeting, talk about the book. What did you like? What didn’t you like? Did it remind you of other books you’ve read? Which ones? Would you recommend this book to others? Why or why not? What did you think of the characters? Talk about description and dialogue. Discuss the beginning and the ending. What did you think about the plot, the setting, the use of humor? Discuss structure. Did the author use flashbacks or other devices? Did the book remind you of anything in your own experience? Read a favorite part out loud; talk about it.

Sometimes you may have trouble “getting into” a book. Try to stick with it as long as you can so that you will be able to participate in the discussion. Remember, everyone has a right to one’s own thoughts about a book. You can disagree, but be sure to respect other people’s opinions.

At your meetings, you can also discuss the author. The person who chose the book might want to go to the library to look up biographical information. Some authors have written autobiographies or books about writing. You can also discuss other books the author has written or reviews of the book that have appeared in newspapers or magazines. Check your local bookstores to see if any of

READING

“your authors” will be making personal appearances. It’s always exciting to see an author in person and get your book signed.

If there is a movie version of your book, you might want to borrow it from the library and watch it as a group. Compare the movie and the book. Write about it.

Don’t limit your club activities to the monthly meetings. Write letters to the other members of the group. Tell them your reactions to the book as you read it. Try keeping your own personal reading journal.

If you especially enjoy a particular book, you might want to write to the author. Send your letter in care of the publisher. Many authors will write back, but be patient.

Start a group newsletter. Include book reviews, author biographies, and lists of the books your group has read. You can also include original poems, stories, etc., written by members of your group.

Remember, this is your club. The members make the rules. Have fun!

41. According to the passage, which is a helpful first step for starting a book club?

- A looking for books in used bookstores
- B watching a movie version of a book
- C having an organizational meeting
- D going to a book signing

42. Read this sentence from the passage.

“This person writes up the schedule and distributes it to the members.”

Which is a synonym for the word “distributes”?

- A gives out
- B reads
- C clears up
- D shows

READING

43. Based on information in the passage, what do some bookstores do to encourage participation in book clubs?
- A provide meeting space
 - B give group discounts
 - C contact authors for meetings
 - D supply free books
44. The author's purpose in writing the "Book Talk" section is most likely to
- A guide your group discussion.
 - B encourage you to read challenging books.
 - C describe the history of book clubs.
 - D argue for the importance of being well read.
45. What is one thing the author of this passage suggests club members do on their own?
- A Read newspapers and magazines.
 - B Create an art project related to the book.
 - C Volunteer at a library.
 - D Keep a reading journal.

READING

46. What is an opinion from the passage?
- A “Next, decide how often your group will meet.”
 - B “There are several ways to keep down the cost of purchasing books for your group.”
 - C “Finally, choose the books your group will read.”
 - D “It’s always exciting to see an author in person and get your book signed.”
47. What is the main idea of the passage?
- A Book clubs are held at many libraries.
 - B Schools need to have book clubs and newsletters.
 - C Book clubs can be fun and easy to organize.
 - D Schools can help students start book clubs.

Turn to page 7 in your answer booklet to complete question 48.

READING

Read the passage about a sled dog. Then, answer the questions that follow.

Strong for Skeena

by Julie Tozier

“Uncle Stan said I can choose five dogs for my sled team when I feel I’m strong enough,” I say to Skeena, tossing her some suet. Snow swirls around the fifteen other dogs chained to their houses nearby. “I can choose any dogs except Rudy, Uncle Stan’s lead dog. If I could choose Rudy, I wouldn’t.”

I look into Skeena’s blue eyes. “You are going to be my lead dog,” I say.

I found Skeena last spring, a stray, matted puppy hunkered under Uncle Stan’s steps. The first time we hooked her to Rudy’s towline, Rudy snarled and lunged at her. Now she tolerates Skeena on the line, but barely. I tell Rudy that Skeena saves her energy for running, not fighting, but Rudy usually just growls.

Skeena always listens to me, so I tell her things I don’t tell anyone else. “Uncle Stan knows that I’m already strong,” I say. “I’m taller than anyone else in my grade at school. But he says being strong means something else, too, and when I have that strength I will know.”

I leave Skeena to chew on that thought along with her suet because I’m freezing and I have six more dogs to feed.

I plan to jog home, a half-mile down the road. I’m barely out of Uncle Stan’s driveway when Dr. Saritaka’s pickup truck comes rattling down the road. He stops beside me and I jump in, rubbing my hands over the heater.

“Matt,” he says, “I hear you are your uncle’s dog sitter for the weekend.”

I nod. I like Dr. Saritaka, which is just fine because he happens to live smack-dab beside our house. He’s a veterinarian, which explains his interest in my uncle’s dogs.

“Uncle Stan said to call you if anything happens,” I say.

“This is a very good weekend to do that, since I’ll be home for all of it,” he says.

That night I hear the distant barking of Uncle Stan’s dogs. I imagine that a deer took a shortcut across his backyard, setting them off. I fall asleep, dreaming of my dog team, with Skeena leading.

In the morning the wind beats our house as I pull on the woolens, hat, and coat Mom laid out for me. She knows I hurry and often don’t bother with the warm stuff. She tells me I won’t look very cool with my frostbitten ears flopping like a Labrador puppy’s.

I jog to Uncle Stan’s house and start feeding the dogs. I start with Kyuk but glance toward Skeena’s house. I always give her extra attention, telling her what she needs to know to be my lead dog.

Her broken chain is lying like a snake on the frozen snow.

When I see her, lying on her side near the back of her doghouse, I run. My knees hit the ground beside her. Her ears are rags, a gash bleeds freely below her right eye, and her fur is clumped with blood.

READING

I run to the garage and grab the first-aid gear and a blanket. I wrap Skeena in the blanket. I try to bandage her gash, but there's too much blood.

I follow her trail of blood with my eyes. It ends at Rudy. I get up to check Rudy; she has teeth marks on her ears, but nothing serious. A piece of Skeena's broken chain and her collar lie tangled with Rudy's chain. Skeena must have broken her chain to chase the wild animal that crossed the yard last night. When their chains became tangled, Rudy must have battered Skeena until Skeena slipped out of her collar and crawled away.

I tell Skeena that I have to get Dr. Saritaka. She is shaking horribly; I can't leave her on the cold ground.

I tuck the blanket around her and hoist her into my arms.

I stumble to the road. I count my steps and match my breathing to my counting. It's a half-mile. My arms are strong. The wind whips its icy fingers around my head, and my hat flies off.

My ears are doomed.

The wind flings Dr. Saritaka's door right into him. I don't know if he looks surprised from that or from seeing me.

"Matt!" Dr. Saritaka cries. "Lay her here!"

I look at the floor. "No," I say with a gasp. "She needs something soft."

Dr. Saritaka is as fast as the wind as he snaps out a thick towel. I put her down, my arms trembling. I clutch them to my sides because they're floating to the ceiling.

Dr. Saritaka moves quickly. I lose track of what he's doing as Skeena's eyes lock on mine. They are powerful magnets; I lean close to her. I realize that I'm crying. I look hard into her eyes until my brain hurts. "Skeena," I say, "you are going to be my lead dog."

Her eyes close as Dr. Saritaka gives her a shot. He gives me directions, and I clean her while he stitches the wounds.

I ask Dr. Saritaka the question I have been afraid to ask because Dr. Saritaka always tells the truth. "Will Skeena still be my lead dog?"

"She will be the best lead dog, and you deserve her, Matt."

He looks after her while I leave to tend to the other dogs on this bitterly cold day.

I know what I will tell Uncle Stan when he gets home: "I am strong enough now."

READING

49. As used in the passage, the word tolerates means
- A enjoys.
 - B pulls.
 - C endures.
 - D prefers.
50. According to the passage, Skeena most likely breaks her chain because she
- A wants to start a fight with Rudy.
 - B is chasing after a wild animal.
 - C wants to find more suet to eat.
 - D is trying to find Matt.
51. Which word is an antonym for the word “hoist,” as it is used in the passage?
- A drop
 - B carry
 - C hinder
 - D exchange

READING

52. Which is a simile from the passage?
- A “Her broken chain is lying like a snake on the frozen snow.”
 - B “That night I hear the distant barking of Uncle Stan’s dogs.”
 - C “I’m taller than anyone else in my grade at school.”
 - D “The wind flings Dr. Saritaka’s door right into him.”
53. Based on information in the passage, a reader can infer that
- A Matt will allow Rudy to join his dog team.
 - B Skeena will become blind in her injured eye.
 - C Matt will give up his hope for a dog team.
 - D Skeena will recover from her injuries.
54. Based on information in the passage, the reader can infer that Uncle Stan will
- A give Skeena to Dr. Saritaka.
 - B ask Matt to take Rudy instead.
 - C be angry at Matt for being careless.
 - D agree that Matt is now strong enough.
55. What is the main idea of the passage?
- A Strength can be found unexpectedly.
 - B Dogs attack for unknown reasons.
 - C Children often lack responsibility.
 - D Patience is necessary when caring for dogs.

END SESSION



WRITING

WRITING—SAMPLE QUESTIONS

Directions

Read Sample Question A and mark your answer on page 11 in your practice test answer booklet. Fill in the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change your answer, completely erase the mark you made before making a new mark. For Sample B, write your answer on the lines provided on page 11 in your practice test answer booklet.

Sample A

Read the paragraph.

¹ I like the sound of birds in the morning. ² sometimes I sit outside and watch the cardinals as they fly back and forth ³ I like the little birds the best.

Choose the correct way to write Sentence 2.

- A Sometimes I sit outside and watch the cardinals as they fly back and forth.
- B sometimes I sit outside and watch the cardinals as they fly back and forth.
- C Sometimes I sit outside and watch the cardinals as they fly back and forth
- D sometimes I sit outside and watch the Cardinals as they fly back and forth

WRITING

Sample B

Turn to page 11 in your answer booklet to complete Sample B.



WRITING

For questions 1 through 6, mark your answers in the answer booklet.

1. Which sentence does **not** provide descriptive detail about a science classroom?
 - A Long wooden tables provide excellent workspace.
 - B The large windows give light for working.
 - C The floor is completely tiled to make cleaning up easy.
 - D Our assignments are handed in at the end of each day.

2. Alex is writing a report about backpacking. Choose the **best** topic sentence for his report.
 - A Backpackers need extra batteries for emergencies.
 - B All backpackers need to follow five simple safety tips.
 - C Pack the heaviest gear at the bottom of your backpack.
 - D Backpackers should always take a complete first aid kit.

3. Which sentence does **not** belong in a report about the history of the U.S. flag?
 - A George Washington raised the first flag of the United States.
 - B Known as the Grand Union flag, it was red, white, and blue.
 - C The flag's thirteen stripes represent the thirteen original states.
 - D Other countries have designed flags that are red, white, and blue.

WRITING

4. Angela wrote a paragraph about climbing a mountain with her friends. Choose the **best** concluding sentence for Angela's paragraph.

A Then, near the top, we crossed the tree line.
B At midmorning I could see the highest peaks.
C The view from the top was worth the climb.
D About halfway there we stopped to rest and eat our lunch.

5. Tina wrote this paragraph about her class trip to the theater.

I had no idea this was what plays were like. We saw Shakespeare's Romeo and Juliet. It was nothing like going to the movies. In my opinion, it was much better. I hope I get to go again sometime.

Choose the **best** sentence to come first in the paragraph.

A It was one of the most enjoyable things I have ever done.
B Craig did not appear to like the performance nearly as much as I did.
C I have heard this theater does musicals sometimes too, and I'd like to see one.
D Today our class went to the theater downtown to see a play.

6. Which sentence should **not** be included in a factual report about clouds?

A The four main cloud types are stratus, cumulus, cirrus, and nimbus.
B Clouds form as a result of condensation of water vapor.
C Cloud types are divided into sections called high clouds, medium clouds, and low clouds.
D Cloud formations are often used by artists as the background for their paintings.

WRITING

Read the passage. It has mistakes that need to be corrected. Use the passage to answer questions 7 through 10.

1 The idea for making clay pots began about 9,000 years ago.

2 People discovered that they could make a pot by scooping out a hole in a lump of wet clay and letting it dry. **3** Making a pot now involves using a potter's wheel to shape the clay and using a kiln to dry it.

4 A potter's wheel is important. **5** A potter sits in front of the flat, turning wheel and hollows out the center of the clay. **6** The most difficult part of this task is making sure that the clay stays in the center of the wheel. **7** If it does not, the pot's shape will be crooked. **8** In the worst case, the new pot will fly off the moving wheel and become one big lump of clay again.

9 Instead of waiting for the clay to dry naturally, a potter today uses a kiln. **10** A kiln is a special kind of oven that can reach extremely high tempertures. **11** Drying the pot in a kiln is called firing. **12** Exposure to the heat causes the clay to harden. **13** Once the pot has hardened, it is decorated and glazed. **14** Then the clay is placed back into the kiln.

7. Which detail can **best** be added to Paragraph 1?

- A Today the process of making a clay pot is more complicated.
- B You have to be patient when a clay pot is drying.
- C The history of the wheel is an entirely different topic.
- D Many other useful inventions were discovered long ago.

WRITING

8. Which sentence has a spelling mistake?
- A Sentence 2
 - B Sentence 5
 - C Sentence 10
 - D Sentence 13
9. Choose the **best** detail to add after Sentence 13.
- A Kilns are used frequently by potters.
 - B Glazing is done to make the pot waterproof.
 - C For the drying process, a kiln is used.
 - D Potter's wheels and kilns are very important to potters.
10. Choose the **best** concluding statement for the passage.
- A This process seems difficult, but a skilled potter can make many pots in one day.
 - B It's hard to say whether the kiln or the spinning wheel is more important.
 - C Potters have been making pots from clay for thousands of years.
 - D Glazing is the part of the process that makes the pots beautiful, in my opinion.

Turn to page 12 in your answer booklet to complete question 11.

WRITING

Read the story. It has mistakes that need to be corrected. Use the story to answer questions 12 through 15.

1 Melissa wanted a puppy. **2** She had asked her Dad for one, but he had always said, “no, you can’t have a dog because the house will be full of hair.” **3** Melissa was very sad but she thought she’d never get a puppy.

4 One day she came home and heard barking. **5** She quickly searched the house for the puppy. **6** “Come here, puppy,” she called. **7** Then she got a huge surprise. **8** There, rolling across the floor toward her, was an electronic puppy. **9** “My puppy!” squealed Melissa.

12. Choose the **best** detail to add to the story.

- A Melissa’s dad was still worried about having pet hair all over the house.
- B The puppy had a mechanical tail and lightbulbs for eyes.
- C Melissa was disappointed that the puppy could not make sounds.
- D Many people are allergic to pet hair.

13. Choose the correct way to write Sentence 2.

- A She had asked her dad for one, but he had always said, “no, you can’t have a dog because the house will be full of hair.”
- B She had asked her Dad for one, but he had always said, “No, you can’t have a dog because the house will be full of hair.”
- C She had asked her dad for one, but he had always said, “No, you can’t have a dog because the house will be full of hair.”
- D It is correct as is.

WRITING

14. Choose the **best** way to write Sentence 3.

- A Melissa was very sad if she thought she'd never get a puppy.
- B Melissa was very sad because she thought she'd never get a puppy.
- C Melissa was very sad she thought she'd never get a puppy.
- D It is correct as is.

15. Choose the correct way to write Sentence 9.

- A "My puppy! squealed" Melissa.
- B "My puppy! squealed Melissa."
- C "My puppy"! squealed Melissa.
- D It is correct as is.

Turn to page 14 in your answer booklet to complete question 16.

WRITING

For questions 17 through 23, mark your answers in the answer booklet.

17. Karin is writing a paper on how to repair a bicycle tire. Which form would she **most likely** use?

- A descriptive paragraph
 - B informative report
 - C step-by-step directions
 - D short story
-

18. Read the sentence.

Outstanding projects by science club members will be on display in the auditorium at 3:00 this afternoon.

Which detail **best** follows this sentence?

- A The science teacher, Mrs. Roberts, formed the science club.
- B You will see electrical, weather, and volcano projects in action.
- C Paloma, Will, and Yahto won a prize last year for their project.
- D The science club meets each Tuesday after school.

WRITING

19. Read the paragraph.

Our school throws away too much paper. It is wasteful and harmful to the environment. According to a recent student council report, we could easily start a paper-recycling program.

Choose the **best** concluding sentence for the paragraph.

- A Students and staff throw away large amounts of paper that could be recycled.
 - B If there are trash cans marked for recycled paper, most students will use them.
 - C Student council members have presented this plan for paper recycling.
 - D We should give the program a chance to see how much paper we can recycle.
-

20. Kara is writing a report about skateboarding safety. Choose the **best** topic sentence for her report.

- A My cousin got hurt because she did not wear proper padding while skateboarding.
- B Fifty percent of beginning skateboarders injure a hand or elbow in the first year.
- C Wearing the proper gear is the best way to avoid injuries while skateboarding.
- D A strong, safe skateboarding helmet can cost as much as forty dollars.

WRITING

21. Read the sentences.

I enjoy going to the library.

It's relaxing to look for books.

I like finding ones I have not read yet.

Choose the **best** way to combine the sentences.

- A I enjoy going to the library and relaxing and finding books I have not read yet.
 - B I enjoy going to the library because it's relaxing to look for books I have not read yet.
 - C I enjoy going to the library because I find books I have not read yet and then relax.
 - D I enjoy going to the library and looking at the books I have not read yet and relaxing.
-

22. Read the topic sentence from a paragraph.

All students would benefit from learning how to play a musical instrument.

Which detail does **not** support the topic sentence?

- A Playing a musical instrument helps people relax.
 - B Research links playing an instrument with higher test scores.
 - C Playing an instrument is a skill you can use as an adult.
 - D Learning to play an instrument takes many hours of practice.
-

23. Choose the sentence with correct punctuation.

- A "My mom makes the best pizza ever!" Bruce bragged.
- B "If you want pizza, Bruce exclaimed, try Bailey's pizza."
- C Bruce stated "This is the best pizza I've ever had!"
- D "I want pepperoni and cheese on my pizza" Bruce said.

WRITING

Read the paragraph. It has mistakes that need to be corrected. Use the paragraph to answer questions 24 through 27.

1 The horse stood tall and had a sleek black coat. **2** I felt very small standing next to him, and I wanted to run in the opposite direction. **3** I could feel the bright, hot sun shining down on my shoulders. **4** I doubted that the warmth of the sun was why I was sweating. **5** My cousin Alex smiled at me. **6** That smile made me feel a little more confident. **7** I turn to the huge horse and pat him. **8** He seemed friendly, and his eyes looked very gentle. **9** I was ready to give horseback riding a try.

24. Choose the **best** opening sentence for the paragraph.

- A Horseback riding is very popular in most parts of the world.
- B The horses were trained to do just what we wanted them to do.
- C Few kids my age know how to ride or take care of a horse.
- D Prepared to ride, my cousin and I went to meet my horse.

25. Read the sentence.

I am sure it was simply nervousness.

Choose the **best** place to add the sentence.

- A after Sentence 3
- B after Sentence 4
- C after Sentence 8
- D after Sentence 9

WRITING

26. Which is the correct way to write Sentence 4?
- A I doubted that the warmth of the sun were why I were sweating.
 - B I doubted that the warmth of the sun is why I was sweating.
 - C I doubted that the warmth of the sun was why I am sweating.
 - D It is correct as is.
27. Choose the correct way to write Sentence 7.
- A I turned to the huge horse and pat him.
 - B I turn to the huge horse, and I patted him.
 - C I turned to the huge horse and patted him.
 - D I turn to the huge horse, and I patting him.

Turn to page 16 in your answer booklet to complete question 28.

WRITING

Read the paragraph. It has mistakes that need to be corrected. Use the paragraph to answer questions 29 through 33.

1 Last night I went to our school's first basketball game of the year.
2 I like basketball. **3** I like watching the players. **4** They move quickly across the court. **5** Our team really concentrated on getting the ball into the basket they missed some shots. **6** The hole game was tense, and the score was tied several times. **7** The crowd was screaming and cheering loudly.

29. Read the sentence.

I sat with my cousin and his best friend.

Choose the **best** place to add the sentence.

- A after Sentence 1
- B after Sentence 3
- C after Sentence 5
- D after Sentence 7

30. Choose the **best** way to combine Sentences 3 and 4.

- A The players move quickly across the court, and I like watching them.
- B I like moving quickly across the court and watching the players.
- C The players like to move quickly across the court, and I like to watch.
- D I like watching the players as they move quickly across the court.

WRITING

31. Choose the **correct** way to write Sentence 5.
- A Our team really concentrated on getting the ball into the basket. And they missed some shots.
 - B Our team really concentrated on getting the ball into the basket, they missed some shots.
 - C Our team really concentrated on getting the ball into the basket, but they missed some shots.
 - D It is correct as is.
32. Which change should be made in Sentence 6?
- A Change hole to whole.
 - B Change tense to tents.
 - C Change tied to tide.
 - D It is correct as is.
33. Choose the **best** concluding statement for the paragraph.
- A Our team had a winning record last season.
 - B The coach was jumping up and down on the sidelines!
 - C I believe the next game is two weeks from today.
 - D Our school won by two points in the last ten seconds.

WRITING

For questions 34 through 39, mark your answers in the answer booklet.

34. Libby is writing a report about Babe Ruth. She wants to prove that Babe Ruth was the greatest baseball player of all time. Which information would **best** support her idea?

A stories about Babe Ruth growing up
B a quote from someone who knows about Babe Ruth
C records that Babe Ruth set when he played
D dates showing when Babe Ruth played baseball

35. Read the story.

Gloria and Jan put away the last of the groceries. Then they turned and grinned at each other. All their chores were finally done.

“Now?” asked Gloria.

“Now!” answered Jan.

Choose the **best** concluding sentence for the story.

A Both girls went outside to bring in the rest of the groceries.
B They grabbed their jackets and ran to meet their friends.
C Both began to straighten and clean their rooms.
D Jan decided to read a book, and Gloria continued doing chores.

36. Choose the sentence with correct punctuation.

A “I can hardly wait to drive over the Golden Gate Bridge,” Wynne stated.
B Jeanne said “My mother will help me write thank-you notes to everyone.”
C Mr. Miller explained, “The debate club will meet again next Thursday”.
D “Do you know how many floors the Empire State Building has” she asked?

WRITING

37. Read the following.

Around midnight, Quincy awoke and heard the wind _____ outside his bedroom window.

Choose the **most** descriptive word to complete the sentence.

- A just
 - B howling
 - C get worse
 - D blowing
-

38. Read Alex's paragraph about his summer vacation.

Last summer we camped at Yellowstone National Park. It is an amazing place. We went hiking, horseback riding, swimming, and fishing. On the last day, we saw a famous geyser named Old Faithful erupt.

Which is the **best** concluding sentence for Alex's paragraph?

- A It turned out to be a full week of excitement and adventure.
 - B We hiked to areas where we could see other geysers erupt.
 - C Yellowstone is also well-known for its roaming wildlife.
 - D Denali National Park is much larger than Yellowstone.
-

39. Read the sentence.

Everything about my cartwheel was going fine—until I landed.

Which **best** follows this sentence?

- A The cartwheel is one of my easiest gymnastic moves.
- B A cartwheel requires a lot of upper-body strength and coordination.
- C I first learned to do a cartwheel from my sister when I was very young.
- D I felt a sharp pain in my left foot, and I knew instantly that something was wrong.

WRITING

Read the passage. It has mistakes that need to be corrected. Use the passage to answer questions 40 through 43.

1 Can you imagine crossing the North Pole in a propeller plane?

2 Alaskan hero Carl Eielson did just that when he flew over the North Pole to Europe in 1928.

3 After world war I, Eielson moved to Fairbanks, where he taught high school. **4** He really wanted to fly airplanes, so he bought an airplane and started his own company, the Farthest North Aviation Company. **5** He delivered mail, food and clothing, and passengers to remote places.

6 In 1926 Eielson had a knew plan. **7** The plan is to fly from Alaska over the North Pole to Europe. **8** After two attempts, he finally succeeded in reaching Europe in 1928. **9** He had flown an incredible 2,200 miles!

40. Read Sentence 3.

After world war I, Eielson moved to Fairbanks, where he taught high school.
1 2 3 4

Which part of the sentence has a capitalization error?

- A Part 1
- B Part 2
- C Part 3
- D Part 4

WRITING

41. Read the sentence.

Eielson was the only pilot at his company.

Where does the sentence **best** fit in the passage?

- A after Sentence 4
- B after Sentence 6
- C after Sentence 7
- D after Sentence 8

42. Which word in the passage is used incorrectly?

- A flew in Sentence 2
- B mail in Sentence 5
- C knew in Sentence 6
- D two in Sentence 8

43. Based on the information in the passage, which is the correct form of the underlined verb in Sentence 7?

- A be
- B was
- C were
- D being

Turn to page 20 in your answer booklet to complete question 44.

WRITING

Read the passage. It has mistakes that need to be corrected. Use the passage to answer questions 45 through 47.

1 Last summer my family visited relatives at Port Lions on Kodiak Island. **2** After we arrived, my dad and I went to an archaeological site. **3** Called Dig Afognak, it was near an old Alutiiq village. **4** There we volunteered to help archaeologists and local people dig for materials that would give more information about the history of the area.

5 Volunteering at Dig Afognak was fun. **6** It was hard work. **7** My dad and I did not find anything, but a woman next to us found part of a painted mask. **8** After we all looked at it, the woman took it to the person in charge. **9** We learned that anything uncovered at the dig would be put in the Alutiiq Museum.

10 My dad and I worked for two more days. **11** I wonder if this hurt my dad's back. **12** The last day at Port Lions the whole family went to see all the treasures from Dig Afognak in the Alutiiq Museum.

45. Which **best** describes Sentence 1?

- A It has a spelling error.
- B It is not a complete sentence.
- C It has a capitalization error.
- D It belongs in Paragraph 3.

WRITING

46. Choose the **best** way to write Sentences 5 and 6 as one sentence.
- A Volunteering at Dig Afognak was fun, it was hard work.
 - B Volunteering at Dig Afognak was fun, or it was hard work.
 - C Volunteering at Dig Afognak was fun, and then it was hard work.
 - D Volunteering at Dig Afognak was fun, but it was hard work.
47. Which sentence does **not** belong in the passage?
- A Sentence 7
 - B Sentence 8
 - C Sentence 10
 - D Sentence 11

WRITING

Read the essay. It has mistakes that need to be corrected. Use the essay to answer questions 48 through 50.

1 The Library of Congress has had a fascinating history. **2** In 1800, the library began as a place where members of Congress could conduct research. **3** The library was so small that its books were housed in the upstairs floor of the Capitol. **4** Unfortunately, the books were destroyed during the War of 1812.

5 That was just the beginning of the Library of Congress. **6** In 1815, Congress set out to establish a new library. **7** Thomas Jefferson had a huge library of his own and offered to sell his books. **8** Numerous horse-drawn carriages transported Jefferson's six thousand books to the new library in the Capitol.

9 By 1897, a new place to house the library was needed because of all the books the library owned. **10** But the library kept growing faster than expected, and three separate facilities had to be built over the next few decades.

11 The Library of Congress has many things in it. **12** The library has a collection of some unusual and rare possessions. **13** The Library of Congress is one of our nation's greatest treasures.

48. Which sentence **best** replaces Sentence 5?

- A The Library of Congress is a very interesting library to visit.
- B Next, I want to talk about the Library of Congress in the 1800s.
- C That event was not enough to bring a permanent end to the library.
- D Many people have helped the Library of Congress over the years.

WRITING

49. Which is the **best** topic sentence for Paragraph 3?
- A The Library of Congress became a popular place.
 - B Thomas Jefferson was the library's largest contributor.
 - C The library recovered from the setback of 1812.
 - D The library continued to grow in the years that followed.
50. Choose the **best** sentence to add to Paragraph 3.
- A Is the library more like a museum than a library?
 - B Have you ever visited the Library of Congress?
 - C We owe many thanks to Thomas Jefferson for his contributions.
 - D Today the Library of Congress is the largest library in the world.

END SESSION



**DO NOT
MARK
ON THIS
PAGE**

MATHEMATICS

MATHEMATICS—SAMPLE QUESTIONS

Directions

Read Sample Question A and mark your answer on page 22 in your practice test answer booklet. Fill in the circle that goes with the answer you choose. Be sure to fill in the circle completely and make your mark heavy and dark. If you want to change your answer, completely erase the mark you made before making a new mark. For Sample B, write your answer in the box provided on page 22 of your practice test answer booklet.

Sample A

Stephen bought $\frac{1}{2}$ yard of red material and $\frac{3}{4}$ yard of blue material to design a flag. How many total yards of material did Stephen buy?

- A $\frac{4}{4}$
- B $\frac{5}{4}$
- C $\frac{6}{4}$
- D $\frac{7}{4}$

MATHEMATICS

Sample B

Turn to page 22 in your answer booklet to complete Sample B.



MATHEMATICS

You may use the Mathematics Reference Sheet any time during the test.

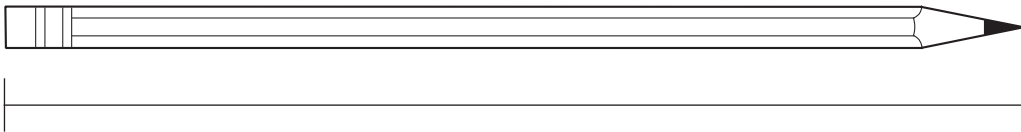
1. On Sunday, Griffin's Restaurant sold 14 gallons of coffee. Which is the same as 14 gallons?

A 56 cups
B 56 gallons
C 56 pints
D 56 quarts

2. Frank ate a candy bar that weighed 6.775 ounces. Joy ate a candy bar that weighed 9.855 ounces. To the nearest ounce, about how much more did Joy's candy bar weigh?

A 2 ounces
B 3 ounces
C 4 ounces
D 5 ounces

3. Jocelyn sharpened her pencil and measured its new length as shown below.



What is the length of Jocelyn's sharpened pencil to the nearest millimeter?

A 120 millimeters
B 125 millimeters
C 130 millimeters
D 135 millimeters

MATHEMATICS

4. To win a math game, Erin needed to find the missing value, n , in the function table below.

In (x)	Out (y)
n	4
45	5
54	6
63	7
72	8

What is the value of n ?

- A 9
 - B 27
 - C 36
 - D 44
-

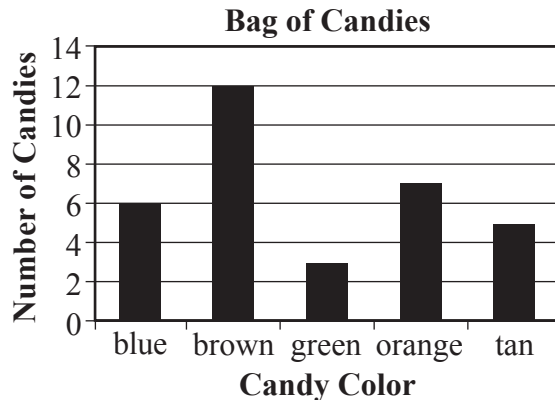
5. David is building birdhouses. He has a box containing 621 nails. He uses 31 nails to build each birdhouse. Which estimate is closest to the total number of birdhouses David can build using 621 nails?

- A 18 birdhouses
- B 20 birdhouses
- C 21 birdhouses
- D 22 birdhouses

MATHEMATICS

6. Lee is explaining multiplication to her younger brother. Which statement could Lee make that is true?
- A Multiplying 3 by 4 is just like $3 + 3 + 3 + 3$.
 - B Multiplying 3 by 4 is just like $4 + 3 + 3 + 3$.
 - C Multiplying 3 by 4 is just like $4 + 4 + 4 + 4$.
 - D Multiplying 3 by 4 is just like $3 + 3 + 3 + 3 + 3$.
-

7. Pablo had a bag of different-colored candies. He made the graph below to show the numbers of candies that were in the bag.



Based on Pablo's graph, which statement is true?

- A There were 12 tan candies in the bag.
- B There were 7 orange candies in the bag.
- C Most of the candies in the bag were green.
- D There were more blue candies than any other color.

MATHEMATICS

8. Linda used the rule shown below to find the distance traveled by a school bus.

$$\text{distance} = 30 \text{ mph} \times \text{time}$$

Which table represents the distance traveled by the bus using this rule?

A School Bus Time/Distance

Time (hours)	Distance (miles)
1	30
2	60
3	90
4	120

B School Bus Time/Distance

Time (hours)	Distance (miles)
1	120
2	90
3	60
4	30

C School Bus Time/Distance

Time (hours)	Distance (miles)
1	30
2	15
3	10
4	7.5

D School Bus Time/Distance

Time (hours)	Distance (miles)
1	30
2	31
3	32
4	33

-
9. Which number sentence shows the identity property of multiplication?

- A $16 \times 0 = 0$
B $16 \times 1 = 16$
C $16 \times 12 = 12 \times 16$
D $(16 \times 4) \times 3 = 16 \times (4 \times 3)$

MATHEMATICS

10. Alan received a package shaped like a rectangular prism. How many vertices does the package have?

A 4
B 6
C 8
D 12

-
11. Tiffany decorated $\frac{1}{2}$ of a cake. Sophie decorated $\frac{1}{5}$ of the same cake. Which expression is another way to write $\frac{1}{2} + \frac{1}{5}$ to find the fraction of the cake that is decorated?

A $\frac{6}{7} + \frac{5}{7}$
B $\frac{1}{7} + \frac{3}{7}$
C $\frac{1}{10} + \frac{1}{10}$
D $\frac{5}{10} + \frac{2}{10}$

MATHEMATICS

12. Susan began playing a video game at 11:27 AM. She stopped playing at 12:03 PM. How long did she play her video game?
- A 24 minutes
 - B 33 minutes
 - C 36 minutes
 - D 1 hour 24 minutes
-
13. A store had 7,162 bumper stickers available to sell last year. There were 1,808 bumper stickers remaining unsold at the end of the year. Which estimate is **closest** to the total number of bumper stickers the company sold last year?
- A 5,000 bumper stickers
 - B 6,000 bumper stickers
 - C 7,000 bumper stickers
 - D 9,000 bumper stickers

MATHEMATICS

14. As part of his job as a salesman, Mr. Armstrong travels from his office in Anchorage to other cities. The number of miles he travels from his office to each city is shown in the table below.

Distance from Anchorage	
City	Number of Miles
Fairbanks	360
Haines	782
Homer	225
Kenai	158
Tok	325

What is the median number of miles Mr. Armstrong travels from his office?

- A 225
- B 325
- C 370
- D 624

-
15. Cynthia bought a blouse for \$29.49 and a pair of socks for \$3.99. How much change should she have received from two \$20 dollar bills?

- A \$ 6.52
- B \$ 7.52
- C \$33.48
- D \$53.48

Turn to page 24 in your answer booklet to complete question 16.

MATHEMATICS

17. The population of Albertville is 24,735. How is the number 24,735 written in expanded form?

A $(24 \times 10,000) + (7 \times 100) + (3 \times 10) + (5 \times 1)$
B $(2 \times 10,000) + (4 \times 100) + (7 \times 10) + (3 \times 1) + 5$
C $(2 \times 10,000) + (4 \times 1,000) + (7 \times 100) + (35 \times 10)$
D $(2 \times 10,000) + (4 \times 1,000) + (7 \times 100) + (3 \times 10) + (5 \times 1)$

18. Mark's class went cross-country skiing. The class left school at 8:30 AM. The bus trip was 40 minutes each way. The class stayed at the ski area for $4\frac{1}{2}$ hours. What time did Mark's class arrive back at school?

A 1:30 PM
B 2:00 PM
C 2:20 PM
D 2:30 PM

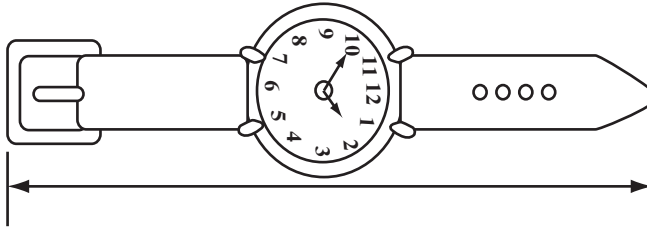
19. At a restaurant, $\frac{5}{8}$ of the customers who ordered dessert chose apple pie, and $\frac{1}{3}$ chose cherry pie. All the others who ordered dessert chose ice cream. What fraction of the customers who ordered dessert chose ice cream?

A $\frac{1}{24}$
B $\frac{2}{8}$
C $\frac{5}{11}$
D $\frac{4}{5}$

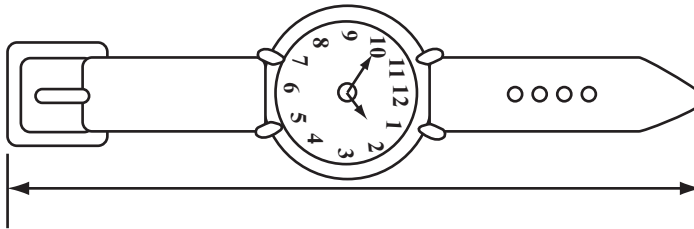
MATHEMATICS

20. Which watch is $4\frac{3}{8}$ inches long?

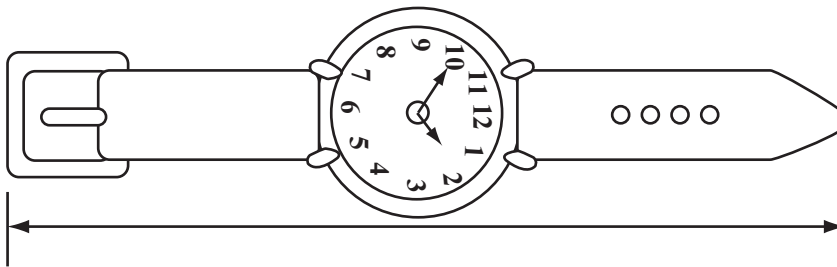
A



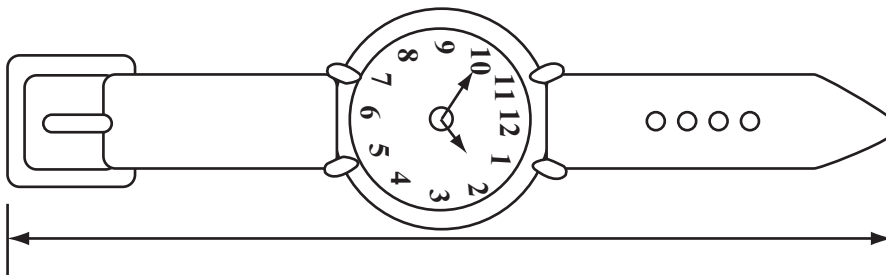
B



C



D



MATHEMATICS

21. All of the pizzas for a class party were cut into eighths. The fraction $\frac{19}{8}$ represents the amount of pizza left over after the party. Which mixed number is equivalent to $\frac{19}{8}$?

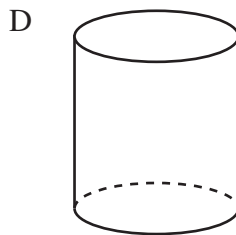
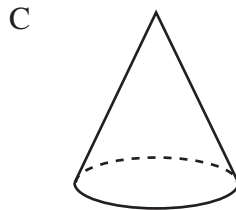
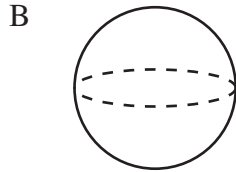
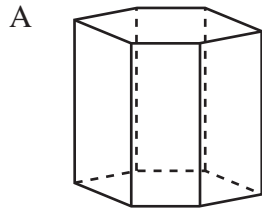
- A $1\frac{9}{8}$
 - B $2\frac{3}{8}$
 - C $2\frac{8}{3}$
 - D $8\frac{2}{3}$
-

22. Cyril wrote the equation $15 \cdot t = 60$ to calculate the price of one concert ticket, t . What is the value of t ?

- A \$ 4
- B \$45
- C \$75
- D \$90

MATHEMATICS

23. Sarah keeps her pencils in a container that is in the shape of a cylinder. Which shows a cylinder?



MATHEMATICS

24. The rule below determines the number of dollars, d , a customer needs to spend to receive different numbers of ride tickets, t , at a fair.

$$d \times 4 = t$$

Which function table correctly follows the rule?

A

Ride Tickets

Number of Dollars (d)	Number of Tickets (t)
8	2
12	3
16	4
20	5

B

Ride Tickets

Number of Dollars (d)	Number of Tickets (t)
8	12
12	16
16	20
20	24

C

Ride Tickets

Number of Dollars (d)	Number of Tickets (t)
8	4
12	8
16	12
20	16

D

Ride Tickets

Number of Dollars (d)	Number of Tickets (t)
8	32
12	48
16	64
20	80

25. Darla cut a shape out of paper. Which could she do to be sure that her shape is symmetrical?

- A fold the shape in half so that the halves match
- B cut the shape into 4 parts so each part is equal in area
- C trace the shape onto another piece of paper and cut it out
- D make another shape with the same angles but with different side lengths

MATHEMATICS

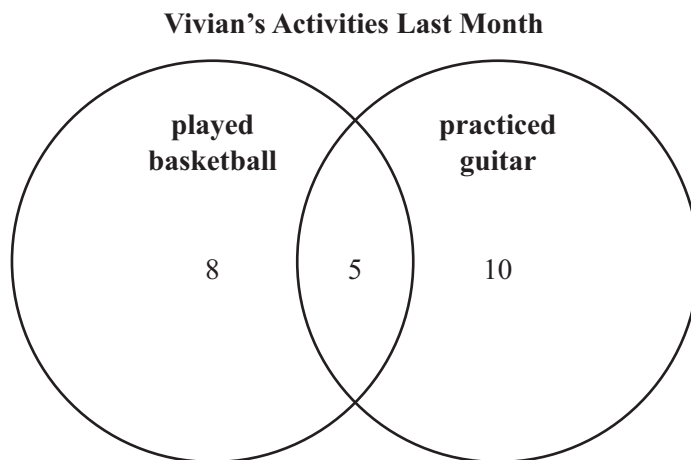
26. The numbers painted on the doors of a hallway follow the pattern shown below.

6, 12, 18, 24, . . .

What is the next number in the pattern?

- A 28
 - B 30
 - C 32
 - D 36
-

27. The Venn diagram below shows the number of days last month Vivian played basketball and the number of days she practiced her guitar.



How many days last month did Vivian only play basketball?

- A 5 days
- B 8 days
- C 13 days
- D 23 days

MATHEMATICS

28. The list below shows the number of points Martha scored in each of the nine basketball games she played.

11, 6, 15, 3, 9, 8, 10, 8, 6

What is the range of the number of points Martha scored?

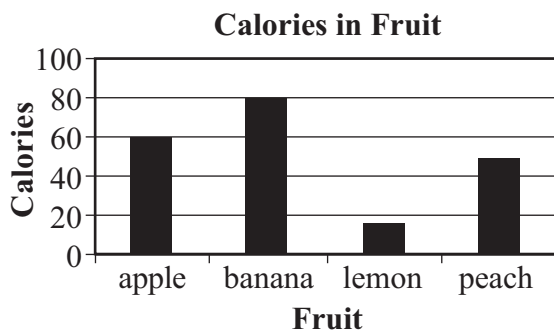
- A 3
 - B 9
 - C 12
 - D 15
-

29. Derek solved the equation $48 - d = 6$ to find out how many dollars, d , he spent. How many dollars did Derek spend?

- A \$ 8
- B \$ 42
- C \$ 54
- D \$288

MATHEMATICS

30. The bar graph below shows the average number of calories in different kinds of fruit.



Which table represents the data in the bar graph?

A **Calories in Fruit**

Fruit	Calories
apple	60
banana	15
lemon	80
peach	50

B **Calories in Fruit**

Fruit	Calories
apple	60
banana	80
lemon	15
peach	50

C **Calories in Fruit**

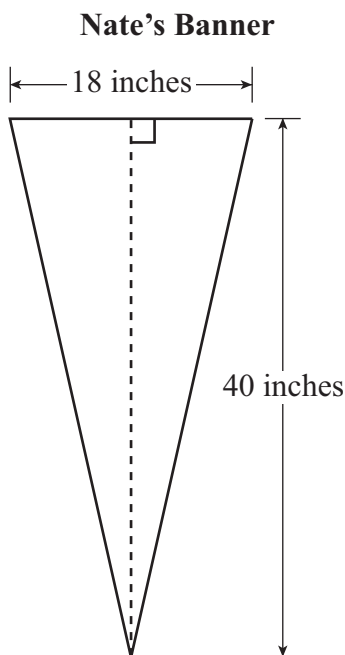
Fruit	Calories
apple	30
banana	40
lemon	7
peach	25

D **Calories in Fruit**

Fruit	Calories
apple	60
banana	100
lemon	5
peach	50

MATHEMATICS

31. A banner hanging on Nate's bedroom wall has the measurements shown below.

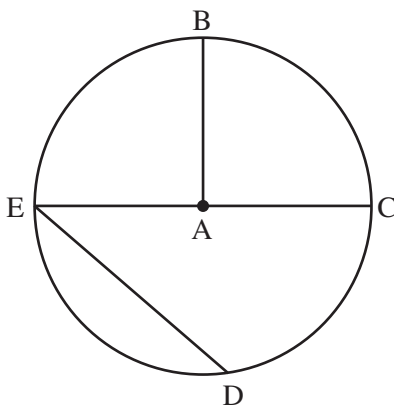


What is the area of Nate's banner?

- A 29 square inches
 - B 360 square inches
 - C 720 square inches
 - D 1,440 square inches
-
32. A printing company packed 925 books into 25 boxes. Each box contained the same number of books. What was the number of books packed in each box?
- A 35 books
 - B 36 books
 - C 37 books
 - D 45 books

MATHEMATICS

33. Hallie drew the figure below.



Point A is the center of the circle. Which term describes \overline{EC} ?

- A circumference
 - B diameter
 - C radius
 - D semicircle
-
34. Jonah is ordering a T-shirt. Jonah can choose among 4 different colors and 3 different logos. How many possible combinations of 1 color and 1 logo can Jonah choose from?
- A 7
 - B 9
 - C 12
 - D 24

MATHEMATICS

35. To make lemonade, Bart poured 3 gallons of water into a large container. He added 1 gallon of lemon juice. How many quarts of liquid did Bart have in the large container?
- A 1 quart
 - B 4 quarts
 - C 8 quarts
 - D 16 quarts
-
36. Tristan started mowing the lawn at 3:30. It took him 45 minutes to finish mowing. What time did he finish?
- A 3:45
 - B 4:00
 - C 4:15
 - D 4:30

MATHEMATICS

37. Darnell recorded the number of pitches thrown each inning during the first 4 innings of a baseball game.

Pitches Thrown

Inning	Number of Pitches
1	8
2	16
3	24
4	32

Which rule could describe the relationship between the inning and the number of pitches thrown that inning?

- A 8 multiplied by inning = number of pitches
 - B 8 divided by inning = number of pitches
 - C 16 multiplied by inning = number of pitches
 - D 16 divided by inning = number of pitches
-

38. Dustin used flour to bake bread. He used $\frac{2}{3}$ of a whole bag of flour the first day. The second day he used $\frac{1}{6}$ of the whole bag of flour. What total fraction of the whole bag of flour did he use during the two days?

- A $\frac{1}{9}$
- B $\frac{1}{3}$
- C $\frac{1}{2}$
- D $\frac{5}{6}$

MATHEMATICS

39. Ali built a model of a truck. The model weighs 32 ounces. Which weight is equal to the weight of the model Ali built?

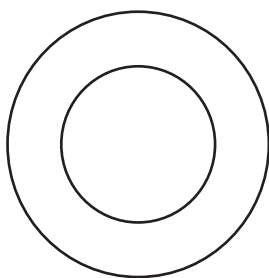
A $\frac{1}{2}$ pound
B 1 pound
C 2 pounds
D 16 pounds

40. Kurt drew the shape shown below on the front of his journal.

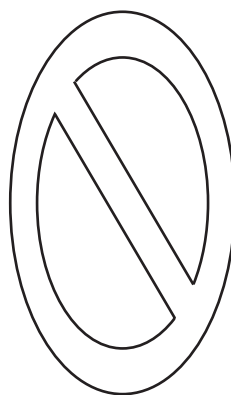


Which shape is congruent to the shape Kurt drew on the front of his journal?

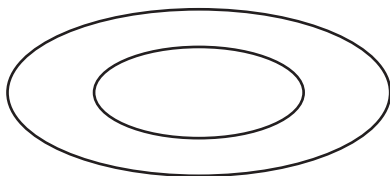
A



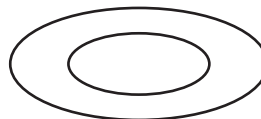
B



C



D



MATHEMATICS

41. A stadium holds 14,746 people. A game at the stadium was attended by 9,852 people. How many **more** people could have attended the game?

A 4,894
B 4,914
C 5,114
D 5,194

-
42. Mr. Connor is ordering packages of markers. The table below shows the number of packages, p , he could order and the number of markers, m , he would receive.

Packages of Markers

Number of Packages (p)	Number of Markers (m)
3	24
5	40
6	48
7	56
9	?

The pattern continues. What is the number of markers Mr. Connor would receive by ordering 9 packages?

A 65 markers
B 72 markers
C 104 markers
D 112 markers

Turn to page 26 in your answer booklet to complete question 43.

MATHEMATICS

44. A pizza restaurant offers 3 choices of crust and 5 choices of topping as shown in the table below.

Pizza Choices

Crust	Topping
thin	pepperoni
medium	Canadian bacon
thick	sausage
	vegetables
	cheese

How many different kinds of pizza can be ordered if each kind uses 1 crust and 1 topping?

- A 8
- B 9
- C 15
- D 25

-
45. Mr. Chang bought 24 calculators for his class. Each calculator cost \$8.67. What was the total cost of the calculators?

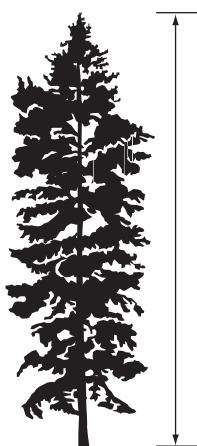
- A \$ 20.80
- B \$108.08
- C \$203.91
- D \$208.08

MATHEMATICS

46. A crew painted stripes down the middle of a highway. Each stripe is 1 yard long. How many feet are in 1 yard?

A 1 foot
B 3 feet
C 12 feet
D 24 feet

47. The Sitka is the world's largest type of spruce tree.



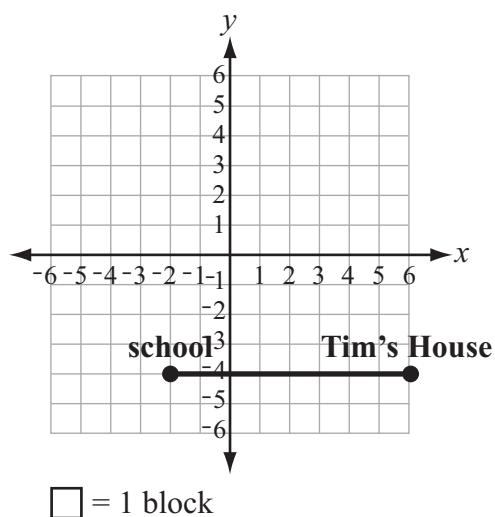
scale: $\frac{1}{8}$ inch = 9 feet

What is the actual height of the tree in feet?

A 144 feet
B 146 feet
C 162 feet
D 216 feet

MATHEMATICS

48. Tim walks straight to school each day using the route shown on the grid below.



How many blocks does Tim walk on the way to school?

- A 2
- B 6
- C 8
- D 16

-
49. Liam wrote the list of numbers below based on a pattern.

160, 40, 80, 20, 40, 10, 20, ...

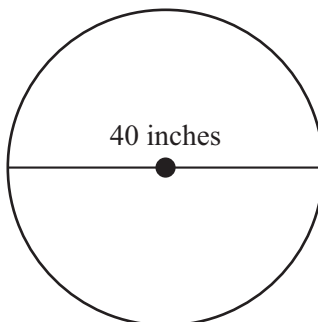
What are the next two numbers in the pattern?

- A 5, 10
- B 30, 40
- C 10, 5
- D 40, 30

MATHEMATICS

50. The figure below is a drawing of a circular window in a building.

Circular Window



How long is the radius in inches?

- A 10
- B 20
- C 40
- D 80

-
51. The table below lists the populations of three cities.

City Populations

City	Population
Chamberlain	570,833
Maple Creek	262,015
Swan Valley	156,297

What is the sum of the populations of these three cities, rounded to the nearest ten thousand?

- A 980,000
- B 989,145
- C 989,150
- D 990,000

MATHEMATICS

52. Gina finished 3 meters ahead of her cousin in a kayak race. Which number of millimeter(s) is equal to 3 meters?

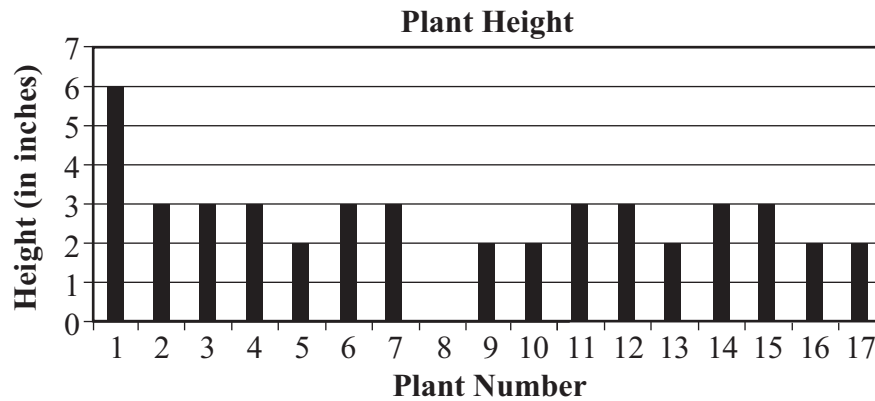
A 0.003 millimeter
B 300 millimeters
C 3,000 millimeters
D 3,000,000 millimeters

53. Larry is buying pencils and pens to put into school-supply bags. The pencils come in packages of 15. The pens come in packages of 6. He wants to put 1 pencil and 1 pen into each bag without having any left over. The least common multiple of 15 and 6 is the fewest bags Larry can make. What is the least common multiple of 15 and 6?

A 3
B 21
C 30
D 90

MATHEMATICS

54. Stephen planted seeds for a science experiment. Several weeks after he planted the seeds, Stephen made the bar graph below to show how high the plants had grown.



Which conclusion can be drawn from Stephen's bar graph?

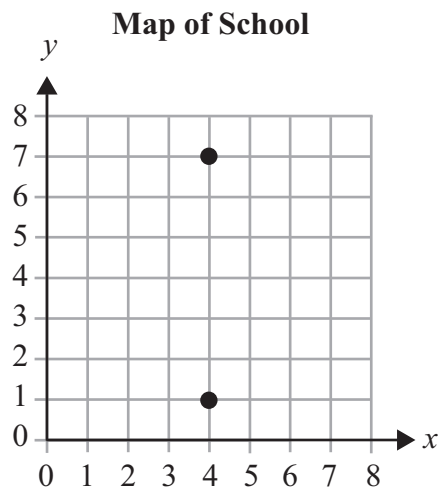
- A More than half of the plants are at least 5 inches tall.
 - B More than half of the plants are exactly 3 inches tall.
 - C More than half of the plants are exactly 2 inches tall.
 - D All of the seeds planted have grown.
-
55. A bush pilot was asked to fly the perimeter of a state park to look for black bears. The state park is a rectangular shape 20 miles wide and 32 miles long. What is the perimeter of the state park?
- A 52 miles
 - B 104 miles
 - C 320 miles
 - D 640 miles

MATHEMATICS

56. Emily sold lemonade. Each serving of lemonade was 8 fluid ounces. Which measurement is equivalent to each serving of lemonade Emily sold?
- A 1 cup
 - B 1 gallon
 - C 1 pint
 - D 1 quart
-
57. The dinner special at a restaurant includes a choice of 3 salads, 3 main dishes, and 2 desserts. How many different combinations of 1 salad, 1 main dish, and 1 dessert are possible?
- A 3
 - B 8
 - C 12
 - D 18

MATHEMATICS

58. On the map of a school shown below, the school office is located at point $(4, 1)$, and Keegan's classroom is located at point $(4, 7)$.



The cafeteria is located at the midpoint between the school office and Keegan's classroom. What is the location of the cafeteria?

- A $(4, 3)$
- B $(4, 4)$
- C $(4, 6)$
- D $(4, 10)$

Turn to page 28 in your answer booklet to complete question 59.

END SESSION



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Mathematics Reference Sheet

	Area
Triangle	$\frac{1}{2}bh$
Rectangle	lw
Trapezoid	$\frac{1}{2}h(b_1 + b_2)$
Parallelogram	bh
Circle	πr^2

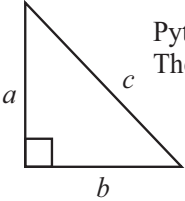
Key	
b = base	w = width
B = area of base	ℓ = slant height
h = height	d = diameter
l = length	r = radius
Use 3.14 for π .	

Circumference = $\pi d = 2\pi r$

	Volume
Right Cone	$\frac{1}{3}\pi r^2h$
Square Pyramid	$\frac{1}{3}lwh$
Sphere	$\frac{4}{3}\pi r^3$
Right Cylinder	πr^2h
Right Rectangular Prism	lwh
Triangular Prism	Bh

Total Surface Area

$\pi r\ell + \pi r^2$
 $2\ell + l^2$
 $4\pi r^2$
 $2\pi rh + 2\pi r^2$
 $2(lw) + 2(hw) + 2(lh)$

 <p>Pythagorean Theorem: $a^2 + b^2 = c^2$</p>	<p>Distance between two points</p> <p>$P_1(x_1, y_1)$ and $P_2(x_2, y_2)$:</p> $\sqrt{(x_1 - x_2)^2 + (y_1 - y_2)^2}$
<p>Slope-intercept form of an equation of a line, where m = slope and b = the y-intercept:</p> $y = mx + b$	<p>Midpoint between two points</p> <p>$P_1(x_1, y_1)$ and $P_2(x_2, y_2)$:</p> $\left(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2}\right)$
<p>Distance, rate, time formula, where d = distance, r = rate, t = time:</p> $d = rt$	<p>Simple Interest = prt</p> <p>where p = principal, r = rate, t = time</p>

Conversions

1 yard = 3 feet = 36 inches	1 cup = 8 fluid ounces
1 mile = 1,760 yards = 5,280 feet	1 pint = 2 cups
1 liter = 1,000 milliliters = 1,000 cubic centimeters	1 quart = 2 pints
1 meter = 100 centimeters = 1,000 millimeters	1 gallon = 4 quarts
1 kilometer = 1,000 meters	1 meter = 3.28 feet
1 gram = 1,000 milligrams	1 kilogram = 2.20 pounds
1 kilogram = 1,000 grams	1 kilometer = 0.62 miles
1 pound = 16 ounces	1 inch = 2.54 centimeters
1 ton = 2,000 pounds	

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Grade 6

Reading ★ Writing ★ Mathematics Practice Test Book
Form 6PTRWM

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